

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
ACADEMIC YEAR: 2014– 2015

**Part A: General Information****Subject area and awards being examined**

Faculty / School of:

Faculty of Medicine and Health/Leeds Institute of Health Sciences (LIHS)

Subject(s):

MSc Systemic Family Therapy

Programme(s) / Module(s):

Leeds Family therapy and Research Centre ,

Awards (e.g. BA/BSc/MSc etc):

Msc

**Name and home Institution / affiliation of Examiner****Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to:

**Head of Quality Assurance**  
Room 12:81, EC Stoner Building  
The University of Leeds, Leeds LS2 9JT

**Part B: Comments for the Institution on the Examination Process and Standards****Matters for Urgent Attention**

*If there are any areas which you think require urgent attention before the programme is offered again please note them in this box*

NO

**Only applicable in first year of appointment**

*Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?*

**For Examiners completing their term of appointment**

*Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School*

**Standards****1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award**

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

I think that the aims and learning outcomes are commensurate with the MSc award both in relation to theory and academic standards alongside the development of clinical skills. The programme is coherent, well integrated and offers an appropriately rigorous training for professionals.

**2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

This programme meets the requirements of the Association of family Therapy accreditation body which accredits courses throughout the UK and the requirements for post graduate level study

**3. Please comment on the assessment methods and the appropriateness of these to the ILOs**

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

the post graduate training is offered to a range of students meeting a certain standard of academic and clinical experience which is then very helpfully developed throughout the 2 years. The assessment methods are via a range of essays throughout well structured modular structure. The quality of teacher feedback is notably excellent helping the student understand the achievements of their work which includes how to improve their mark through specific areas of further study. Individual attention to students development is evident by the progress students make but more particularly their understanding of their learning needs.

**4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?**

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Yes via a range of essays and clinical viva/live supervision. I cannot comment on performance in relation to specific other courses but from my general knowledge of the field and some knowledge of other courses I believe the standards demonstrated by students was high.

The cohort showed a fairly typical pattern in the distribution of marks; some very strong students, a solid and large group of quality students and a couple of students who have struggled or taken leave of absence.

**5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

I attended the clinical vivas and was an observer to half. The quality of presentation was of a high standard and the structures devised to ensure fairness and robust assessment supported the students. The clinical papers presented during the course and the thorough supervision reports completed a very solid learning foundation for the students clinical development.

**6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

*It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.*

This is a 2 year course and my first as external examiner . will be able to comment on this in relation to modifications for next cohort

**7. Please comment on the influence of research on the curriculum and learning and teaching**

*This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

The content of the core teaching is informed by current research both within the fields of systemic psychotherapy and current research developments in psychology more widely. In addition the course features a robust research module where students are helped in becoming 'critical' users of research evidence and researchers in their own right.

**8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

**For Examiners involved in mentoring arrangements**

**9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements**

- 10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.**

*Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Yes the material was helpful and sufficient to take on this role

- 11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?**

*The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes the Course director and Student Education Service Officer have ensured I have had specifications, handbooks and assessment material in a timely and comprehensive manner.

- 12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

No written examination

- 13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

Yes scripts well marked and evaluations clear - was confident I could evaluate student standards.

- 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

No dissertation

- 15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

Yes administration has been thorough and very efficient. I attended the Board of Examiners and was satisfied with both the operation of the board and decisionmaking.

- 16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

Yes discussion was detailed and thorough.

**Other comments**

**Please use this box if you wish to make any further comments not covered elsewhere on the form**

I would like to record my admiration for the organisation of the Course, the leadership of the Director and the contribution of the whole staff team to a thoughtful, comprehensive academic course complicated though enriched by a clinical component. The course had to manage the structural but more importantly, personal consequences of the sudden death of a staff team member at the beginning of the second year of the programme. It is a credit to all that the learning for all students continued and deepened and seems a consequence of the ethos and practice of the staff team.

School of Medicine  
Faculty of Medicine and Health  
Worsley Building  
Clarendon Way  
Leeds  
LS2 9NL  
T: 0113  
F: 0113



**UNIVERSITY OF LEEDS**

12 November 2015

Dear

**External Examiner's report for Systemic Family Therapy 2014-15**

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the twenty five subjects offered at Master's level in 2014-15. First, let me thank you for assembling the 2014-15 report for the MSc programme in Systemic Family Therapy. This is your second report.

I note that there were no urgent matters for attention. You comment that "the programme is coherent, well integrated and offers an appropriately rigorous training for professionals".

**Good practice**

Thank you for attending the clinical *vivas* and noting the high standard of student presentation. You note that the programme is informed by current research both within the fields of systemic psychotherapy and current research developments in psychology.

**Programme Leader's response**

I have enclosed with this letter a response assembled by Programme Leader.

**Administration**

You attended the Board of Examiners and you were satisfied with the operation of the Board, decision making and detailed consideration of mitigating circumstances.

Thank you so much for your report as External Examiner. Your contributions to the Systemic Family Therapy programme are much valued.

Yours sincerely

Enc: 2 November 2015

**Director of Postgraduate Studies**





Quality Assurance Team  
Received 21/04/2016

02 November 2015

Dear

**Re: External Examiner's report on MSc Systemic Family Therapy (20142015)**

I am pleased to respond to the external examiner report of 14/15 for the MSc in Systemic Family Therapy. The examiner noted many positive aspects of the programme; the organization, the high standards of teaching and provision of full student feedback. notes the attention to support for students, both academically and in relation to a sudden death of a clinical supervisor. observed that we had a good spread of marks reflecting a range of abilities.

makes no recommendations in the report which may be a product of this being her first year as our external examiner.

Yours sincerely,

Programme Lead MSc in Systemic Family Therapy